

TVET Country Profile

GRENADA



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Compiled in collaboration with the Grenada National Training Agency (NTA), Grenada.

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TVETipedia Glossary

In case of further clarification and definitions of terms contained herein, please refer to UNESCO-UNEVOC's online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training. Find out more at www.unevoc.unesco.org/l/68.

Acknowledgements

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UNESCO-UNEVOC TVET Country Profiles

To find similar information on other countries, please visit the UNESCO-UNEVOC World TVET Database at www.unevoc.unesco.org/l/589.

Statistics¹

General information¹

Category	Indicator	Statistics (2018)
Demographic	Total population	111,454
	Population growth (annual %)	0.52%
	Median age of population	31
	Population aged 15-24 years (number)	17,000
Socio-economic	GDP growth (annual %)	4.8 %
	GDP per capita (US \$ Purchasing Power Parity)	15,717
	Unemployment rate (%)	20.9%
	Youth literacy rate, population 15-24 years, both sexes (%)	99.2% (2015)

Participation in education by level and by programme orientation (2018)

Category		Gross enrolment (%)		Gross enrolment ratio female (%)	
Primary education (ISCED 1)		106.8%		106 %	
Secondary education, all programmes	Lower secondary (ISCED 2)	120.18%	123.8 %	122.1%	124 %
	Upper secondary (ISCED 3)		114.6 %		114.6 %
Tertiary education, all programmes (ISCED 5-8)		104.6%		116.2%	

Category		Percentage of students enrolled in vocational programmes, both sexes (%)		Percentage of students in vocational education who are female (%)	
Secondary education, all programmes	Lower secondary (ISCED 2)	-	-	-	-
	Upper secondary (ISCED 3)		-		-

Indicator	Both sexes (%)	Percentage of students who are female (%)
Share of youth not in education, employment or training (Youth NEETs)	19.0%	61.7%

Education finance

Category	Indicator	Statistics (2017)
Expenditure	Government expenditure on education as % of total government expenditure (%)	14.1 %
	Expenditure on education as a % of GDP	3.2 %

Type of institutions³

Type of institution	Education level	Ministry / Authority responsible	Number of institutions
Secondary Schools	Upper secondary	Ministry of Education and Human Resource Development	21
Private and Specialized Training Institutions	Post-secondary	National Training Agency	15
Community College	Tertiary	Ministry of Education and Human Resource Development	1

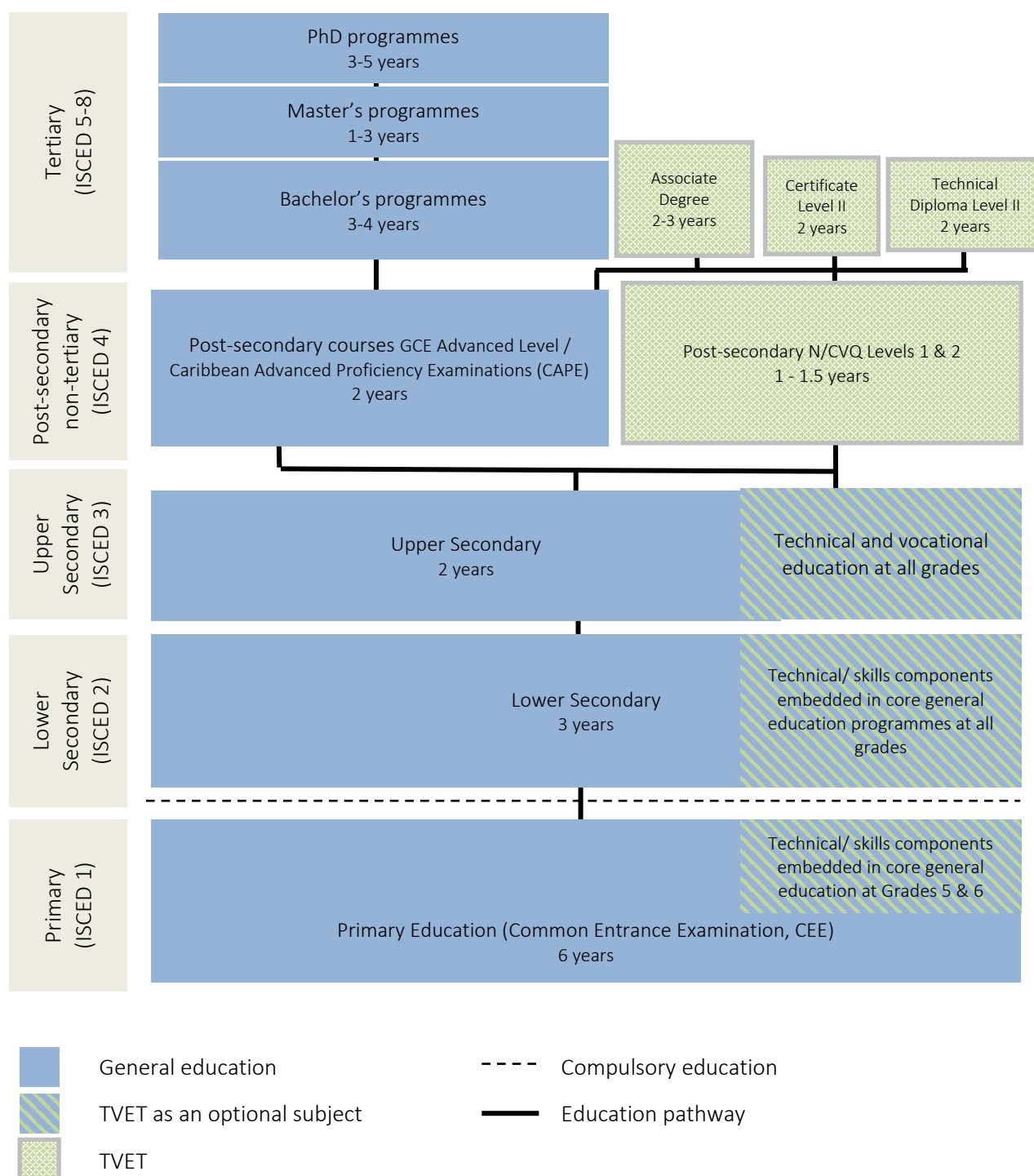
¹ Unless otherwise indicated, all statistics have been gathered from the UNESCO Institute for Statistics (UIS). <http://uis.unesco.org/>

² World Development Indicators, World Bank. www.data.worldbank.org

³ Compiled by the Grenada National Training Agency.

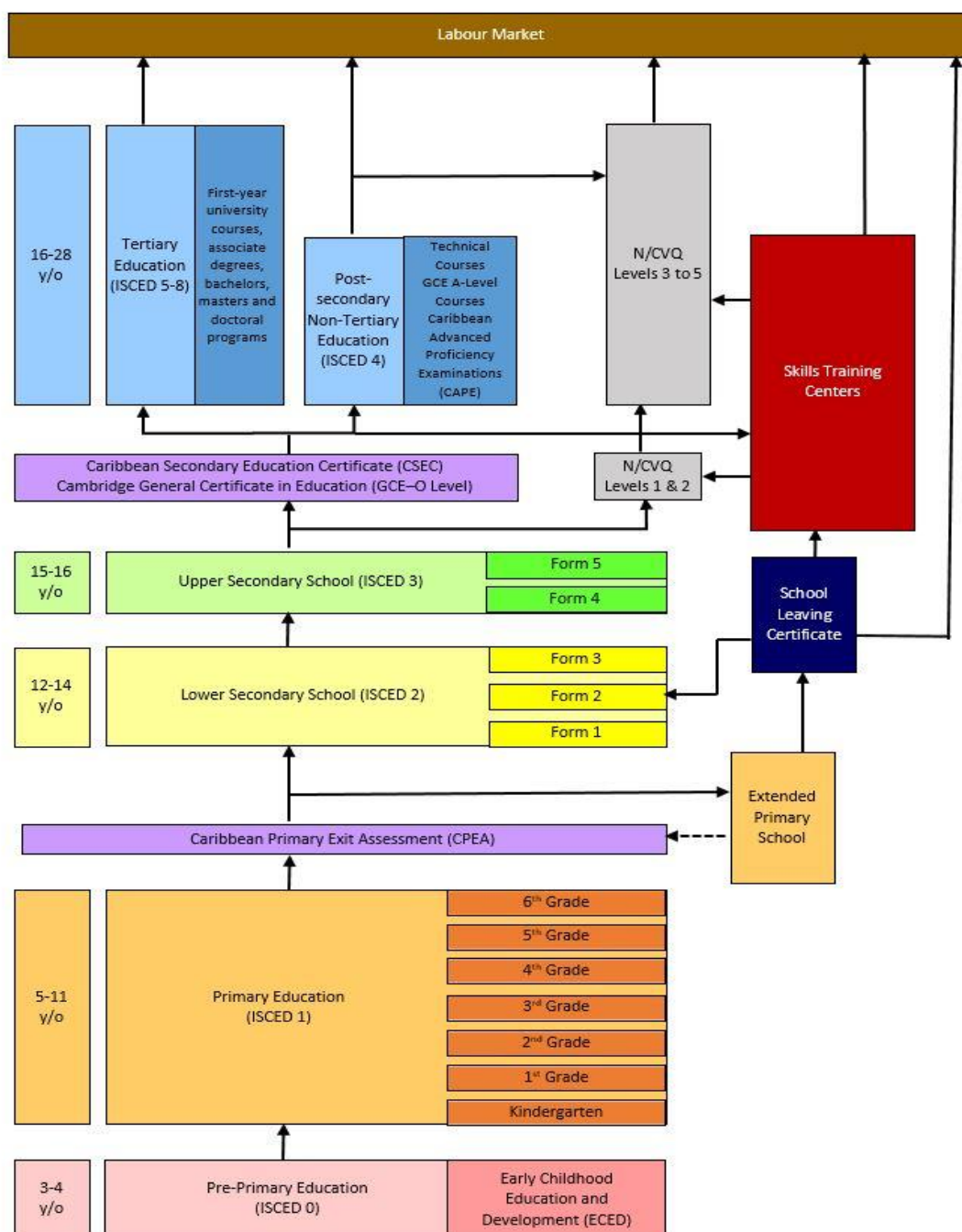
1. TVET systems

TVET in the Grenada education system⁴



⁴ Compiled by UNESCO-UNEVOC International Centre. For a more detailed overview of the education system, please refer to the figure overleaf.

Education System in Grenada – National Sources



Formal TVET system

In Grenada, TVET is integrated in the general education pathway from the primary education level onwards. Students can choose these courses and intensify their studies at the post-secondary non-tertiary level.

Technical courses are offered at the primary education level (ISCED 1)	
Duration:	One day per week from grades 5 and 6 throughout 1 school year
Admission requirements:	No special requirements for admission
Taught in:	Primary schools
The courses consist of 3 classes which are Clothing and Textiles, Woodwork, and Food and Nutrition and are included in the general education curriculum. Students can continue the TVET path in the lower secondary. In order to gain access to secondary school, students sit the Caribbean Primary Exit Assessment (CPEA).	

Technical courses are provided at the lower secondary level (ISCED 2).	
Duration:	2-3 40min session per week throughout 1 school year
Admission requirements:	CPEA but no special requirements regarding TVET courses
Taught in:	Secondary schools
Woodwork, Home Management, Electronics and Electrical Technology, Clothing and Textiles, Food and Nutrition are offered at this level. Students can continue these courses at the upper secondary level.	

Technical courses are offered at the upper secondary level (ISCED 3).	
Duration:	3-4 40min sessions per week throughout a school year
Admission requirements:	No special requirements for admission
Taught in:	Secondary schools offer various courses (see below)
<p>The institutions which offer these courses are all under the Ministry of Education and Human Resource Development. Various public, private and religious schools offer different courses. Technical Drawing is offered in all secondary schools but Air Conditioning and Refrigeration are offered by two secondary schools and Mechanical Engineering can only be studied at one secondary school. In detail, the following courses are offered by these schools:</p> <ul style="list-style-type: none"> • Building and Furniture Technology • Mechanical Engineering (BOCA only) • Electronic and Electrical Technology • Technical Drawing (offered by all secondary schools) • Food & Nutrition • Clothing & Textiles • Home Management • Auto Mechanic and Air Conditioning & Refrigeration (BOCA & SMSS only) 	

- Visual Arts
- Commercial Food Preparation
- General Construction
- Furniture Making

Apart from mechanical engineering, clothing and textiles, and home management, the courses can be continued and intensified at the state T. A. Marryshow Community College (TAMCC) or the private New Life Organization (NEWLO).

Students (General or Technical) will sit the Caribbean Secondary Education Certificate (CSEC) or the Cambridge General Certificate in Education (GCE) O-level examinations at the end of secondary education. Additionally, the [CVQ](#) which is awarded by the CXC to students in secondary school was introduced in 2017

CVQs introduced in secondary schools create the opportunity for students to have the option of graduating with an additional certification. Students who fail the access to upper secondary education (Grade 10 and 11 to sit the above mentioned exams) can obtain a School Leaving Certificate (SLC). This provides them with the opportunity to pursue further TVET programmes at TVET training centres or gain a certification for a profession.

Advanced and specialized technical courses are offered at the post-secondary non-tertiary level (ISCED 4).

Duration:	1 ½ years or 3 semesters
Admission requirements:	Basic literacy and numeracy skills
Taught in:	Public community college (TAMCC) or other training institutions (Faith based, not -for-profit, NGO and private)

These courses include the following specializations:

- General Construction
- Carpentry
- Cosmetology
- Hospitality Arts
- Computer Engineering
- Early Childhood Development
- Electrical Installation
- Furniture Making
- Garment Production
- Plumbing
- Refrigeration and Air Conditioning
- Small Engine Repairs
- Crop Production
- Poultry Rearing
- Agro-Food Processing
- Bar and Restaurant Service
- Food Preparation and Cookery
- General Agriculture
- Massage Therapy

- Allied Health-Geriatric Care
- Community Cultural Performance

These courses can lead to further training for higher level Caribbean Vocational Qualification/National Vocational Qualification (CVQ/NVQ) certification (find more information in Chapter 5).

Specialized courses are offered at the tertiary level (ISCED 5-8).

Duration:	2-3 years, depending on the programme and planned degree
Admission requirements:	Varies, find details below
Taught in:	T. A. Marryshow Community College

The TAMCC offers a variety of programmes with which the students can gain one of three degrees upon completion, namely:

- Associate Degree
- Certificate Level II
- Technical Diploma Level II

The Associate Degree programme lasts two years (full-time) or three years (part-time) and can be completed in various subjects, e.g. technology (building, electronics, automotive, etc.), office administration, culinary arts or hospitality studies. Most of the programmes require 5 CSEC/GCE, including English (A) and Maths (A), some require a technical or science subject.

The Certificate Level II programmes last 2 years and can be obtained in building trades and services, i.e. plumbing, masonry, refrigeration, carpentry and joinery, and in environmental sustainability practices. To pursue this degree, the students have to obtain 4 CSEC/GCE, including English A.

The Technical Diploma level II programmes last 2 years and include, among others, office administration, fashion design, welding, health care assistant and hospitality services. Basic requirements for some courses are only literacy and numeracy while others demand 2 CSEC/GCE.

Non-formal and informal TVET systems

All government ministries offer non-formal TVET programmes from time to time. These programmes are sometimes also provided by non-governmental organizations (NGOs). Some examples include:

Programme:	Electrical Installation, Refrigeration and Air-conditioning, Culinary Arts, Information Technology, Business Development and Sewing
Ministry/organization responsible:	GRENCASE (Grenada Citizens Advice and Small Business Agency) - NGO
Target audience:	Grassroots, unemployed persons, displaced workers.
Admission requirements:	Participants must be at least 16 years old to attend the programme. Advanced or intermediate courses require trainees to have undergone basic introductory

Qualifications received:	courses in addition to having basic literacy and numeracy skills. Certificates of participation.
Programme:	Introduction to Tourism and Hospitality, Safety and Survival at Sea, Customer Service, Basic Spice Packaging, First Aid, Fire Safety
Ministry/organization responsible:	Grenada Tourism Authority within the Ministry of Tourism
Target audience:	Tourism stakeholders, e.g. Water Sports Operators, Spice Vendors, Taxi Operators, Accommodation Providers, and Walking Tour Guides.
Admission requirements:	None
Qualifications received:	Certificates of participation
Programme:	Basic and Advanced Sewing, Floral Arranging, Cake Decorating, Baking and Cooking, Crochet and Knitting
Ministry/organization responsible:	Young Women's Christian Association of Grenada (YWCA), an NGO associated with the Catholic Church
Target audience:	Females between the ages of 15-60
Admission requirements:	None
Qualifications received:	Certificates of participation

The National Training Agency (NTA, see Chapter 2) offers a programme called Assessment of Prior Learning (APL). It assesses candidates' experience and all non-formal or formal learning qualifications to ascertain the level of competence. A competent APL candidate receives either a CVQ or an NVQ (Caribbean Vocational Qualification/National Vocational Qualification) based on the occupation assessed against and following the competency-based methodology of education and training. The CVQ/NVQ represents the achievement of a set of core work practices within an occupational area at various levels.

2. TVET strategy and key policy documents

Technical and Vocational Education and Training (TVET) in Grenada aims to provide demand-driven training and certification programmes to enhance the employability of Grenada's workforce. These measures should increase productivity and competitiveness of the labour force.

The following key documents help guide the development of TVET in Grenada.

Name of document	The Grenada Council for Technical and Vocational Education and Training Act (GCTVET)
Date entered into force	Act no.9 of 2009
Website link	http://t1p.de/f261
Key points and objectives	The Grenada Council for Technical and Vocational Education and Training (GCTVET) provides guidance and supervision to the NTA and is an advisory body to the Minister of Education

with regards to policies and strategies required for an efficient and effective system of TVET that serves the needs of Grenadians. The GCTVET Act established the National Training Agency (NTA) as the national body to oversee, design, monitor, co-ordinate and promote the establishment of technical and vocational education and training to meet the skills development needs of Grenada. Among the NTA's main functions are:

- To advise the Council on the development of new standards relating to TVET and to assist in the development of the competencies and qualifications relating to such standards;
- To apply or make arrangements for tests and other methods of ascertaining the standards of efficiency for persons seeking TVET;
- To approve the design and delivery of training courses;
- To manage the accreditation and registration of training providers and the provision of quality services in the prescribed manner; and
- The establishment of a system of national vocational qualifications, course entry qualifications and job-related qualifications, among others.

Name of document	National Training Agency Strategic Development Plan 2014-2016
Date entered into force	2014
Website link	http://t1p.de/ffta
Key points and objectives	
<p>The NTA's National Training Agency Strategic Development Plan 2014-2016 is part of the overall goals to increase the competence of the national workforce through the adoption of occupational standards and CVQ/NVQ. The plan emphasizes the relevance, quality and standards in the curriculum form of training, assessment, qualifications; and deepening relations amongst public/private training institutions, non-governmental organisations, and the government. Among the objectives are:</p> <ul style="list-style-type: none"> • To increase the awareness of the importance of workforce development by changing the perception of employers and employees to the value of skill and vocational training. This would ideally result in increased private sector desire for enterprise based training to improve workforce productivity; • To seek financial sustainability for workforce training through the introduction and maintenance of an Enterprise Training Fund (ETF) • To ensure that Grenada has the quality assurance capacity to address the demands for enterprise based training and technical and vocational education and training following the introduction of an ETF; • To change public perception of negative TVET stereotypes through a sustained communications strategy. 	

Name of document	National Training Agency Strategic Development Plan 2018-2020
Date entered into force	2018
Website link	http://t1p.de/psvd
Key points and objectives	

The Strategic Development Plan 2018-2020 aims to continue to strengthen the competence of Grenada's workforce by maintaining a comprehensive and integrated training system that seeks to:

- Increase employers awareness of demand for Levels 3 and 4 skills in the workplace;
- Continue to strengthen the capacity for competency-based education and training on a national level;
- Establish and operationalize an Enterprise Training Fund (ETF) to sustain workforce training;
- Change public perception of TVET programmes by building awareness of the value of CVQ/NVQ qualifications;
- Reform the educational system to better align with labour market priorities;
- Establish a centralized Assessment Centre.

Name of document	Accreditation Act
Date entered into force	Nov. 15 of 2011
Website link	http://t1p.de/xluj
Key points and objectives	
The Accreditation Act was the foundation for the establishment of the Grenada National Accreditation Board (GNAB) in 2014. GNAB is responsible for the accreditation of post-secondary non-tertiary and tertiary education programmes and institutions.	

3. Governance and financing

Governance

The **Ministry of Education and Human Resource Development** is responsible for the development of TVET policies. The Minister for Education and Human Resource Development sets the direction of the policies regarding TVET. The GCTVET Council is an advisory body and provides guidance and policy advice to the Minister. The governance structure is centralized with the Minister of Education and Human Resource Development heading the overall development of TVET policies.

The National Training Agency is responsible for developing, implementing and maintaining a national TVET plan linked to local training needs. The Caribbean Association of National Training Agencies (CANTA) is the implementing body of the Regional Coordinating Mechanism for TVET (RCMVET) and is responsible for overseeing and syncing TVET policies in line with the Caribbean Community's (CARICOM) regional mandates. Furthermore, Grenada's development of the educational system is supported by the Global Partnership for Education (GPE). Its membership in the Organization of the Eastern Caribbean States (OECE) qualifies Grenada for this support.

Financing

Several ministries are responsible for funding the formal and non-formal TVET system in Grenada, namely the Ministry of Education and Human Resource Development, the Ministry of Youth, the Ministry of Social Development and the Ministry of Finance. Financial assistance for TVET in schools is secured through the budget of the Ministry of Education and Human Resource Development. Other TVET related education programmes are financed through

government subvention as well as loans and grants from international agencies. Furthermore, direct funding is available through projects and programmes, e.g. by the European Union (EU) or the Food and Agricultural Organization of the United Nations (FAO). The *Market Access and Rural Development Programme* (MAREP) is, among others, closely collaborating with the NTA to support unemployed youth in achieving their CVQ/NVQ Level 2 certification. This programme aims at supporting the youth to find a job in the respective labour market fields or become self-employed. As of 2017, with support from MAREP, training was provided in 18 occupational areas. The Caribbean Development Bank funds the *Awakening Special Potential by Investing in Restoration and Empowerment* (ASPIRE) project, which was first implemented in the academic year 2018/2019 and runs under the auspices of the Ministry of Social Development and Housing. This project provides financial assistance for graduate and postgraduate studies, i.e. MA and PhD programmes, in the field of social work and skills training interventions leading to CVQ/NVQ certifications to vulnerable and at-risk youths.

Currently, the TVET sector is solely financed through government and project funding. The NTA's strategic development plan 2014-2016 called for the establishment of a contributory national Enterprise Training Fund. A feasibility study for this proposal has been done, the subsequent development plan 2018-2020 aims at implementing the fund. , The establishment of this fund would enable national activities regarding TVET to be channelled through a single source and utilized more efficiently.

TVET in the formal education system at the secondary level is free, i.e. there is not tuition fee set for courses. However, at the post-secondary and tertiary level, tuition fees are set by the institutions offering the programmes, e.g. TAMCC or NEWLO.

4. TVET teachers and trainers

TVET instructors delivering TVET programmes at Approved Training Centres (ATC's) are trained in Competency Based Education and Training (CBET) methodology. However, this is not the case for all TVET teachers within the formal education system such as secondary schools where only a small number of teachers are trained according to CBET. In general, teachers at the upper and lower secondary education level need to have an associate degree or a level 3 CVQ/NVQ qualification to be able to teach. At the post-secondary non-tertiary level, teachers are required to have one level of training above the level which they are providing instructions in. In addition, they have to gain required units of the level 4 CVQ in Training and Development.

At the tertiary level, a diploma, a first degree or equivalent technical qualifications and level 4 CVQ units in Training and Development are mandatory. The NTA offer pre-service TVET training for instructors, facilitators and assessors. In-service TVET training is provided by both the TAMCC and the NTA.

5. Qualification system and quality assurance

National Qualifications Framework (NQF)

In Grenada, the implementation of TVET is guided by the Regional TVET Qualification Framework. It consists of 5 levels as follows (see Table 1 overleaf):

Table 1: Regional Qualifications Framework Levels (NVQ/CVQ Levels and TVET Qualifications)

NVQ/CVQ Level	TVET qualification
1	Semi-skilled Supervised Entry Level Worker
2	Independent or Skilled Worker Unsupervised
3	Technician/Supervisor
4	Technologist/Master Craftsman Manager/Graduate Professional
5	Chartered/Advanced Professional/Senior Manager

Table 2: CARICOM Qualifications Framework Levels (Academic Qualifications)

Qualification Level	Academic Qualification http://t1p.de/w1p5
1	Certificate
2	Certificate
3	Certificate
4	Advanced Certificate
5	Diploma
6	Higher Diploma
7	Bachelor's degree
8	Postgraduate Certificate and Diploma
9	Master's degree
10	Doctoral degree

It is important to note that the TVET qualification framework levels have not yet been synchronized with the academic qualifications.

Quality assurance

The NTA is responsible for quality assurance of TVET institutions in Grenada. All TVET centres need to seek centre approval status from the NTA in order to provide training leading to CVQ/NVQ qualifications. They are expected to follow the steps outlined in the Centre Approval Guidelines of the National Training Agency. The GNAB is responsible for the accreditation of all post-secondary education (ISCED 4-8) except TVET programs which are provided for by the NTA.

TVET curriculum

The Ministry of Education and Human Resource Development (MoEHRD) and the NTA are responsible for the development, updating and quality of the TVET curriculum. In order to do that, curriculum committees have been established for different occupational areas. These committees produce curricula for occupational standards which get approved by the GCTVET. Committee members comprise of MoEHRD officials and sectoral representatives.

6. Current reforms and policy discussion

Discussions about the TVET sector in Grenada revolve around the following topics:

- Enterprise Training Fund proposal;
- Introduction of CVQ/NVQ in secondary schools;
- Promotion of greater opportunities for certification at levels 3, 4 and 5;
- Making TVET more responsive to labour market needs.
- Development of a National TVET Policy
- Development of a National Qualifications Framework based on the CARICOM Qualifications Framework and the Regional Qualifications Framework.

Challenges

According to NTA, Grenada is facing the following challenges to the TVET system:

Financing	The majority of TVET programmes are state funded and highly dependent on grants and loans from donor agencies.
Insufficiently trained instructors at higher qualification levels	More training for instructors/teachers at higher qualification levels is needed so they can provide the much needed instruction at qualification levels 3, 4 and 5.
Facilities Development	TVET facilities are not at a level to provide instruction at levels beyond the qualification level 2. The facilities are under-funded, outdated and in some cases dilapidated. More modern equipment is needed.
An inadequate GCTVET Act	The GCTVET Act needs to be amended to provide more comprehensive regulation which provides for financing, general structure and outline of TVET and which will lead to the creation of a national TVET strategy.
Changing TVET perception and increasing collaboration with the industry	Engaging industry and employers in TVET programmes and activities has been difficult so far. Their involvement would enhance productivity and offset skills mismatches. In order to achieve this, additional mechanisms of productive collaboration between the industry and TVET need to be established.

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Compiled by

**UNESCO-UNEVOC International Centre for
Technical and Vocational Education and Training**
UN Campus
Platz der Vereinten Nationen 1
53113 Bonn
Germany

Contact

Tel: +49 228 815 0100
Fax: +49 228 815 0199
www.unevoc.unesco.org
unevoc.tvetprofiles@unesco.org



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